

RHODE ISLAND DEPARTMENT OF EDUCATION

Teacher Preparation Program Approval Guidelines – April 2005

The Program Approval Process for Traditional Programs

TEACHER PREPARATION PROGRAM APPROVAL GUIDELINES

New Programs and Continuing Programs

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Teacher Preparation Program Approval

Recognition as an Approved Program

The Commissioner of the Rhode Island Department of Elementary and Secondary Education has the authority to approve educator certification programs that are offered by accredited Rhode Island colleges and universities. (16-1-5) Graduates of approved programs who are recommended by their institutions and who pass state licensure examinations are eligible for certification as teachers in Rhode Island. Graduation from an approved program assures that a teacher is also eligible for certification in other states that are party to the Interstate Certification Contract (ICC) administered by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Colleges and universities that believe their programs are of sufficient quality to earn state approval can request review by the Rhode Island Department of Education. The request activates the program approval process.

The Rhode Island teacher preparation approval process is composed of the following five steps. 1. A request from a college or university president for approval of a teacher preparation program in one or more certification areas. 2. The preparation and submission of an Institutional Report, written in response to guidelines provided by the Rhode Island Department of Education (RIDE), that provides a detailed description of assessment, curriculum (including field experience), commitment to diversity, and resources to support programs. 3. An on-site review of programs, including a review of exhibits, interviews with candidates, faculty members, and administrators and visits to partner schools, by a team of state certification personnel, nationally recognized college faculty members from other states, and Rhode Island PK-12 exemplary educators. 4. The preparation of a team report that summarizes its review and recommendations to the Commissioner. 5. A decision on approval by the Commissioner and the communication of these findings to the college or university.

This document provides colleges and universities with the necessary information to either begin a new program or to request the continuation of previously approved programs. Chapter 2 details the standards for program approval. The process for beginning a new

program is provided in Chapter 3. Guidelines for initiating the continuation of programs and the preparation of an Institutional Report based upon self-study are described in Chapter 4. Chapter 5 details the preparation for and conduct of the on-site review. Final action and the Commissioner's decision making process are detailed in Chapter 6.

Copies of the Program Approval Rubrics, Rhode Island Beginning Teacher Standards, and a summary of the Rhode Island/National Council for the Accreditation of Teacher Education (NCATE) partnership agreement and are provided in the appendices.

Approved Programs

Eight Rhode Island colleges and universities have approved teacher preparation programs. The institutions and a summary of their approved programs as of July 1, 2005 is provided in the chart that follows.

College or University	Programs Approved Through	Preparation Programs Leading to Certification
Brown University	2008	Elementary Education Secondary Programs in: Biology, English, History, and Social Studies.
Johnson and Wales University	2005	Secondary Programs in: Business Education, Vocational Culinary Arts (Food Service). School Leadership
Providence College	2006	Elementary Education Secondary Programs in: Biology, Chemistry, English, French, History, Italian, Mathematics, Spanish, and Social Studies. P-12 Program in Music Special Education: Elementary/Middle and Middle/Secondary. Endorsement in: Middle Level Education School Counselor and School Leadership.

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Rhode Island College	2007, except for Health, Physical Education, and School Psychologist, through 2009	<p>Early Childhood Education</p> <p>Elementary Education</p> <p>Secondary Programs in: Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Spanish, and Social Studies.</p> <p>Pk-12 Programs in: Art, Career and Technical Education, English as a Second Language, Health, Music, Physical Education, and Technology Education.</p> <p>Endorsements in: Adaptive Physical Education, Bilingual-Bicultural Education, English as a Second Language, and Middle Level Education.</p> <p>Special Education: Early Childhood, Elementary/Middle, Middle/Secondary and Pk-12 Severe/Profound.</p> <p>Reading Specialist/Consultant, School Counselor, School Psychologist.</p>
Rhode Island School of Design	2006	Pk-12 Program in: Art
Roger Williams University	2006	<p>Elementary Education</p> <p>Secondary Programs in: Biology, Chemistry, English, General Science, History, Mathematics, Social Studies</p> <p>Pk-12 Programs in: Dance</p> <p>Reading Specialist/Consultant</p>

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Salve Regina University	2007	<p>Early Childhood</p> <p>Elementary</p> <p>Secondary Programs in: Biology, English, French, History, Mathematics, and Spanish.</p> <p>Pk-12 Programs in: Music and Theatre.</p> <p>Special Education: Elementary/Middle.</p>
University of Rhode Island	2008	<p>Early Childhood Education</p> <p>Elementary Education</p> <p>Secondary Programs in: Biology, Chemistry, English, French, General Science, German, History, Italian, Latin, Mathematics, Physics, Portuguese, Russian, Spanish, and Social Studies</p> <p>Pk-12 Programs in: Library Media, Music, and Physical Education</p> <p>Endorsements in: Middle Level Education</p> <p>Reading Specialist/Consultant, School Psychologist, and Speech/Language Pathologist.</p>

Program Approval Standards

The General Program Approval Standards, Professional Standards, and Content Standards

In 1997 the Rhode Island Department of Education convened a design team composed of teacher educators, teachers, and state department of education personnel to craft a set of standards that would be used to assess all educator preparation programs that lead to the issuance of a certificate by the Office of Teacher Preparation, Certification and Professional Development. The team crafted a set of four standards that address candidate assessment, curriculum, diversity, and resources. Each of these standards is described in greater detail through a set of indicators that articulate specific elements of the standard.

The four Program Approval standards apply to all undergraduate and graduate programs that lead to the issuance of an initial teaching certificate as well as graduate programs that lead to advanced certification in areas such as school leadership, reading specialist, school psychologist, and school counselor. The program approval standards make frequent reference to the Rhode Island Beginning Teacher Standards (RIBTS). The RIBTS only apply to initial teaching certificates. For advanced educator certificate programs the RIBTS are replaced with the appropriate national professional association standards, e.g. the Interstate School Leaders Licensure Consortium (ISLLC) standards would be used to evaluate school leadership programs. Advanced programs should replace the references to the RIBTS in the program approval standards with references to their association standards when applying the program approval standards. When more than one set of nationally recognized standards is available, the institution of higher education selects the standards it will use to assess candidate performance and provides the Department of Education with a rationale for the selection of the standards. Once the institution selects the standards to be used to assess candidate performance, program faculty respond to the four program approval standards in the same manner as faculty in programs that lead to an initial certificate.

Program Approval Standards

The following four standards provide the overall structure for the review of teacher preparation programs in Rhode Island.

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.
2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards and the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.
3. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.
4. Rhode Island Educator Certification Programs have: adequate resources to ensure a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; structures that ensure coherence within and across programs; and a systematic process of evaluation to ensure program improvement.

Each of the standards and its associated indicators are presented on the pages that follow. A copy of the rubric for program review is provided in Appendix B.

Standard One

1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.

1.01 Continuous Assessment. Prospective educators are assessed through an ongoing process that begins with admission into a program and continues through the recommendation for licensure.

1.02 Admission into the Program. Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the students' potential to meet the standards for licensure.¹

1.03 Advisement, Feedback, and Counseling Throughout the Program. Prospective educators' progress towards meeting the standards is monitored and they receive academic and professional advisement from admission through completion of their educational programs.

1.04 Determination of Readiness For Student Teaching or Supervised Internship: Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the *Readiness to Student Teach Standards*.

1.05 Assessment at the Completion of Clinical Experiences: Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor.

1.06 Assessment as the Basis for Recommendation for License. Approved programs make recommendations for licensure based on prospective educators' performance with respect to the Rhode Island Beginning Teacher Standards.²

1.07 Validity of Assessment System. Assessment systems are aligned with educator standards and with instructional processes, use multiple assessments and various methodologies, and have expectations that are clearly communicated to prospective educators.

1.08 Reliability of Assessment System. Assessment systems yield fair, accurate, and consistent evaluation of prospective educators.

¹ If admission to an institution and admission to a program are concurrent, the criteria for admission to the institution must meet this standard.

² Note: Recommendations for licensure are the sole responsibility of the institution of higher education; however, the institution is encouraged to include school-based personnel in this process.

Standard Two

2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards and the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.

2.01 Professional and Pedagogical Studies: Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the Rhode Island Beginning Teacher Standards.³

- General Knowledge: Prospective teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
- Content Knowledge and Pedagogical Knowledge: Prospective teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.⁴
- Learning and Human Development: Prospective teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Diversity of Learners: Prospective teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

³ The adoption of the Rhode Island Beginning Teacher Standards, including standards and indicators, by preparation programs is assumed even though only the more global standards statements are reprinted in this document.

⁴The institution delineates the specific national content standards for each certificate area. If national standards are not available for a content area the institution will structure the program on documented research from national, state, and professional associations. When more than one set of national standards is available, the institution will provide a rationale for the standards selected.

- **Thinking Skills:** Prospective teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- **Learning Environment:** Prospective teachers to create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- **Collaboration:** Prospective teachers foster collaborative relationships with colleagues and families to support students' learning.
- **Communication Skills:** Prospective teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
- **Assessment:** Prospective teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- **Reflection:** Prospective teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
- **Professional Standards:** Prospective teachers maintain professional standards guided by social, legal, and ethical principles.

2.02 Subject Matter Knowledge: Prospective educators develop a deep understanding of the subject matter of their area of certification.

2.03 Technology: Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.

2.04 Additional Rhode Island Certification Requirements Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.

2.05 Coherence: Prospective educators pursue coherent educational studies that are grounded in research and theory.

2.06 Extensive Clinical Experience: Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.

2.07 Clinical Experience in a Variety of Settings: Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.

2.08 Effective Field Sites: Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards.

2.09 Effective Cooperating Teachers and Internship Supervisors: Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Beginning Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.

2.10 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors: Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Beginning Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.

2.11 College/University and School Partnerships. Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the PK-12 school district for the common goal of preparing prospective educators.

Standard Three

3. Diversity⁵: Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.

⁵ Diversity is used throughout this standard to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.

3.01 Curriculum: Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students' communities.

3.02 Field Experiences that Capitalize on the Diversity of PK-12 Schools: Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.

3.03 An Environment that Values Diversity: Colleges and universities and their teacher preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive teachers central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.

3.04 Faculty: Colleges and universities and the teacher preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.

3.05 Students: Colleges and universities and their teacher preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse teaching force. Prospective teachers from diverse cultural backgrounds and with experiences that differ from the other prospective

teachers find their participation is elicited, valued, and affirmed throughout the preparation program.

Standard Four

4. Rhode Island Educator Certification Programs have: adequate resources to ensure a faculty that is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; structures that ensure coherence within and across programs; and a systematic process of evaluation to ensure program improvement.

4.01 Accredited Institution: Approved programs are offered at an institution that is accredited by NEASC.

4.02 Qualified Faculty Members: The Professional Education Faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields.

4.03 Faculty Responsibilities: The Professional Education Faculty is composed of individuals who are involved in teaching, scholarship, and service.

4.04 Faculty Connected to PK-12 Education: The Professional Education Faculty is involved with practice in PK-12 schools.

4.05 Professional Development of Faculty: Approved programs ensure the ongoing professional development of their faculty.

4.06 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.

4.07 Coherence Within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Beginning Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.

4.08 Quality of Instruction: The Professional Education Faculty exemplifies the qualities of effective instruction, including the proficiencies described in the Rhode Island Beginning Teacher Standards, through its teaching and other professional work.

4.09 Professional Community: Approved programs support collaboration among higher education faculty, school personnel and other members of the

professional community to prepare new educators and to improve the quality of education of children.

4.10 Commitment to High Quality and Improvement. Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification and improvement of the program.

Professional Standards

Most certification programs address initial certification. The Rhode Island Beginning Teacher Standards (RIBTS) (http://www.ridoe.net/teacher_cert/certification/bts.htm) provide the structure for initial certification in Rhode Island. These standards, which are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards are the basis of the assessment system in the first program approval standard and are detailed as the specific indicators for 2.01 Professional and Pedagogical Studies. A copy of the RIBTS, including indicators, is provided in Appendix C.

Programs that lead to other certificates (e.g., reading specialist, school counselor, school leadership, school psychologist, special education, speech and language pathologist) should use the appropriate standards from their professional associations (e.g., IRA, CACREP or ASCA, ISLLC, NASP, CEC, ASHA) as the focus of assessment and as the basis for Professional and Pedagogical Studies in Program Approval Standard 2.01.

Subject Matter Standards

Program Approval Standard 2.02 addresses the specific content standards for each certificate. Guidance for this indicator should come from the appropriate professional association's standards for the content area (e.g., early childhood – NAEYC, elementary – ACEI, English – NCTE, mathematics – NCTM, modern languages – ACTFL). This indicator is not applicable to advanced certificates.

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The Institutional Report – New Programs

The process and purpose

Institutions of higher education in Rhode Island seeking to start a new program are required to complete a detailed design of the program, including the specific curriculum sequence, the identification of field sites, an analysis of the assessment system, the implementation plan for issues of diversity, and the identification of critical resources. This program design document must be completed and submitted to the Rhode Island Department of Education for approval *prior* to accepting any candidates into the new program. Through a review of the detailed program design the Rhode Island Department of Education can be assured that the program meets minimal requirements and has a high probability of being approved as a high quality program once it is operational. This process is designed to serve the candidates who will be admitted into a program as well as the students they seek to teach.

New Program Design Document

A request to begin a new program must include a written report that includes the following:

1. Background information on the institution proposing the program, identification of the certificate(s) that will be awarded, a rationale for offering the program, and a timeline for implementation.
2. An overview of the teacher preparation curriculum, highlighting the opportunity to acquire and to perform to the Rhode Island Beginning Teacher Standards or the appropriate national standards for advanced programs and the ways in which they will be assessed. This overview should be presented as a chart that provides a map of the curriculum illustrating all courses, the focus in terms of standards, and the products that emanate from each course.
3. A copy of the syllabus for every course.
4. The identification of the subject matter standards that guide the content preparation of teachers in the program and an explanation of how candidates will attain these standards

and how the attainment will be assessed. Provide any additional text that is necessary to fully explain the subject matter preparation.

5. A description of how technology integration will be developed through the curriculum.
6. A description of how candidates will be prepared for key state initiatives in Pk-12 schools (e.g., GLEs, GSEs, PS&I, I-Plans).
7. A detailed description of the clinical experiences required by the program. The description should address the purpose of each field experience, the sequencing of experiences, the setting and duration, and any products that result from the experience.
8. A description of the ways that all prospective educators will have the opportunity to work with students in a variety of schools, including those that serve culturally, linguistically, and economically diverse students and students with a range of abilities.
9. A list of districts and schools within the districts where the program will place prospective educators and copies of partnership agreements with these districts and schools.
10. A description of how cooperating teachers and internship supervisors will be recruited, prepared, and supported. Include the criteria for individuals who will serve in these roles.
11. A detailed description of the candidate assessment system. The description should identify points in the program where formal assessments are conducted (e.g., admissions, prior to student teaching, prior to licensure recommendation)? For each summative assessment point, please respond to the following questions or prompts:
 - What criteria are used at each point?
 - What are the sources of evidence that are reviewed (e.g., standardized test results, GPA, portfolios, recommendations)?
 - Describe the review process. Who reviews material? How is the review documented? What decisions are made?
 - Describe the procedures used to ensure that candidates understand the assessments, how they are used, and how they can prepare for them.
 - Describe how the evaluators are trained.
12. A description of how the assessment system assures the assessment of all key standards. Specifically, how is the assessment system aligned with the program standards?
13. A description of the ways in which the prospective educators will engage in discussions and actions that help them explore issues of diversity in our world and our schools. This can be presented as a curriculum map that identifies specific knowledge, skills, and dispositions and

how they are assessed throughout the program. The map can extend beyond teacher preparation courses and experiences to identify other aspects of the curriculum that are experienced by all students at the college or university. The description should extend beyond learning about diversity and address teaching for diversity. The curriculum details should include the following:

- The way in which prospective educators expand their own socio-cultural awareness, including awareness of their own personal histories, the nature of culture as evolving and having variation within any group, and a knowledge of the histories, contributions, and status of various racial and ethnic groups.
 - The ways in which prospective educators develop affirming attitudes towards individuals from diverse backgrounds.
 - The ways in which prospective educators develop a commitment to making schools places where all K-12 students succeed.
 - The ways in which prospective educators learn about diverse communities and learn to teach in diverse communities
 - The ways in which prospective educators learn to design and implement instruction that builds from the cultures of their K-12 students and communities.
14. A copy of NEASC's accreditation of the host institution.
 15. A list of key faculty members, including their qualifications to meet the demands of this program.
 16. A detailed list of the resources (e.g. facilities, equipment, library, curriculum resources, educational technology, and financial) that have been designated to support a program that meets the Rhode Island Program Approval Standards?

Review of Design Document

The Rhode Island Department of Education will review the design document and seek clarification from the institution, as necessary, before granting permission to start the program and to admit an initial cohort of candidates. Once candidates have been admitted, the institution should begin to prepare a full Institutional Report (see Chapter III). As the first cohort of candidates approaches program completion the Rhode Island Department of Education will convene an external program approval team to review the program and to render a recommendation to the Commissioner on the status of the program. The visiting team may recommend to the Commissioner either a two-year approval of the program or that the program is not ready for approval. In the event the program is not recommended for approval, the initial cohort of candidates in the program will be “held harmless” and will be granted a Rhode Island certificate upon successful completion of the program. These candidates, however, will not have graduated from an approved program under the terms of the Interstate Certification Contract (ICC) and therefore will not be eligible for automatic certification in ICC

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member states. If a two year approval is granted, the team would return at the end of the two years to determine whether or not the recommendations it had made were implemented. At that time the team can recommend that the program receive the additional three years to complete a five year approval or it can recommend that the approval not be continued.

The Institutional Report – Approved Programs

The process and purpose

Institutions of higher education in Rhode Island seeking to continue approved programs must submit a formal request to the Commissioner of Elementary and Secondary Education asking that their programs be reviewed for the purpose of maintaining the status of programs approved to prepare educators in Rhode Island. Approximately one year prior to the expiration of approvals the President of the college or university should submit a request to the Commissioner in writing. This request should identify all programs that are currently approved at the institution and indicate which programs the institution would like to have reviewed for continued status as approved programs. THE Rhode Island Department of Education will then contact the institution to establish dates for the visit and to review procedures leading up to the visit.

The Institutional Report

A primary source of documentation for program approval is the Institutional Report, a written document that describes the programs and identifies how the program meets the Rhode Island Program Approval Standards. Although the report is prepared for the formal visit, the program documentation that is contained within the report, including data tables, should be updated on a regular basis (e.g., annually) and serve the institution's need for formative self-assessment of programs. The data from this process should provide the basis for programmatic changes before the team visits as part of the five-year cycle. A copy of the Institutional Report should be sent to each visiting team member approximately six weeks prior to the scheduled visit. Electronic versions of the report should be submitted to The Rhode Island Department of Education and should be available on the institution's website.

The sections that follow provide the overall structure for the Institutional Report. The report should begin with an introduction to the programs, followed by four chapters, each addressing one of the four program approval standards. The report should conclude with the institution's self-assessment and plans for ongoing changes. Institutions may elect to prepare a narrative that responds to all questions for each standard or one that takes a question and response approach to each prompt. The team that prepares the report should view it as the visiting team's first introduction to the institution. The authors should write

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the report as presenting descriptive and analytic narrative that builds an argument of how the standard and indicators are met; all assertions should be supported by evidence. That evidence can be included in the report or linked to supporting documentation that appears in the evidence room. Program Approval Standards 1, 3, and 4 apply across programs and text should address the standard for all programs. Standard 2 requires program-specific sections to the report. Institutions should write a “standard 2” section for each program. In some instances, similar programs (e.g., secondary programs), may be combined as one type of program when writing this section of the report.

Institutions that have both initial and advanced programs may elect to prepare one report for initial programs and a second report for advanced programs. If the institution chooses that option, the initial certification report should include all routes – undergraduate, graduate, and continuing education -to the certificate. A second option is for the report to begin with initial and then address advanced programs within each standard. Regardless of the institution’s approach, initial and advanced programs must be addressed in a report.

There are no page limits to the Institutional Report, but the institution is advised to write in a concise manner that provides only the necessary responses and supporting evidence.

Institutional Overview

The report should begin with a brief introduction to the college or university and the teacher preparation programs. The overview should help team members develop an understanding of the institutional context by providing data about institutional type, size, mission, and students. A chart that identifies all certification programs, the various delivery models for each program, number of graduates of the program in the most recent year, and other critical data should be provided.

Standard One: Assessment

The text for standard one should begin with an overview of the assessment system (as outlined in the first prompt below) and then provide more detailed information about each of the points of assessment within the system.(as guided by the subsequent prompts 2-14 that follow).

1. Provide a chart and supporting text that gives an overview of the assessment system. The description should address the following aspects of each summative assessment within the system (e.g., admission, prior to student teaching/internship, recommendation for certification). For each summative assessment point, please respond to the following questions or prompts:
 - What are the criteria for assessment (e.g., writing ability, evidence of effective work with children, know subject matter, ability to plan instruction for a diverse classroom, ability to analyze student work, ability to reflect on own practice)?
 - What are the sources of evidence that are reviewed for each criterion(e.g., standardized test results, GPA, classroom observations, portfolios, recommendations)?

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- What is the process of review? Who reviews evidence(e.g., self, one faculty member, committee)? What decisions are made (e.g., admission, deferral, allowed to student teach, not recommended for license)?
- 2. How does the program know a candidate is ready for admission? Provide a detailed description of the criteria for admission, the rationale for these criteria, the sources of evidence, the level of performance needed for admission, and the process of review of applications, including who reviews applications and the training for their role. (1.02)
- 3. How does the program know a candidate is ready for student teaching/internship? Provide a detailed description of the criteria for progressing to student teaching/internship, the rationale for these criteria, the sources of evidence, the level of performance needed for progressing to student teaching/internship, and the process of review of requests to student teaching/internship, including who reviews the materials and the training for their role. Criteria should be described in terms of the professional standards (e.g., RIBTS, ISLLC, CEC). For initial certificates, the response should emphasize the review of subject matter readiness to student teach. (1.04)
- 4. How does the program know a candidate is ready for certification? Provide a detailed description of the criteria for progressing to a recommendation for licensure, the rationale for these criteria, the sources of evidence, the level of performance needed for progressing to student teaching/internship, and the process of review of requests to student teaching/internship, including who reviews the materials and the training for their role. Criteria should be described in terms of the professional standards (e.g., RIBTS, ISLLC, CEC). (1.05/1.06)

NOTE: If the program has formative assessment points other than admission, prior to student teaching, and at certification (prompts 2, 3, and 4) text may be added that describes the gate in detail within this section of the report.

- 5. Describe the procedures used to ensure that candidates understand the assessment system, how it will be used throughout their preparation, and how they can use the information from the assessment to monitor their own progress throughout the program. Other documents or evidence that are used to introduce candidates to the system may be referenced. (1.07)
- 6. How does the program demonstrate the alignment of the system to professional standards (e.g., RIBTS, ISLLC) and assure the assessment of all key professional standards within the system? (1.07)
- 7. In what ways has the program addressed possible sources of bias within individual assessments and within the system? (1.07)
- 8. Describe how the evaluators are trained for their roles in assessing candidate work at key formative assessment points. What evidence supports decision consistency by evaluators? (1.08)

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9. Complete the following chart to summarize the progression rates of candidates within each program. Provide an explanation of candidate attrition for all candidates who were admitted but did not progress to certification (1.01)

	Two years from now graduates	Next year's graduates	This year's graduates	Last year's graduates	Two years' past graduates
Applied to Program					
Admitted to Program					
Admitted to Student Teaching or Internship					
Recommended for Certification					

10. How are assessment results used to counsel candidates throughout the program? What kinds of feedback do they receive in preparation for each formative assessment and as a result of the assessment? In what ways do they perceive the assessments as verification of their progress towards meeting standards? (1.03)
11. In what ways have programs aggregated data from assessments and used these data to make changes to programs? (1.01, 4.10)
12. Provide a summary, by program, of how program completers have performed on the state certification tests (PRAXIS II) for the past five years. How have the data from these assessments been used to make changes to the programs? (1.06, 4.10)
13. In what ways does the program monitor the preparedness of graduates (e.g., graduate surveys, interviews, employer surveys, feedback from superintendents) and what has been learned from this process? What changes have been made to the programs as a result of this data? (1.01, 4.10)
14. How is the institution reviewing and improving the assessment system? What changes have been made to the system and what was the impetus for the change? (1.01, 4.10)

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Standard Two: Curriculum

The text for standard two should address the curriculum, including field components, of each program. Institutions may find that presenting a report for each program, or each cluster of programs (e.g., secondary, all-level), for this standard is preferable to combining the text from multiple programs.

1. Provide an overview of the teacher preparation curriculum by program. This overview should be presented in a chart form that demonstrates where the specific elements of each of the professional standards (i.e., RIBTS, ISLLC, CEC) are addressed in each of the program's courses and how they are assessed (e.g., specific assessments, products). Provide an overview of the courses detailed in the chart. This summary should indicate which courses are required as contrasted with electives. It should also identify all faculty members who teach the course. More detailed syllabi and course materials will be provided in the on-site exhibit room. Include any additional text that is necessary to help reviewers fully understand the program. (2.01-2.04)
2. For each of initial certification program, identify the subject matter standards that guide the content preparation of the candidates. Demonstrate how the candidates attain these standards, and how they are assessed. If the subject matter knowledge is an admissions criterion, identify how that assessment is aligned with these standards. An overview of the curriculum, highlighting the opportunity to acquire and perform subject matter standards, and illustrating the program cohesiveness and integration of candidate products can be presented in chart form similar to the one described in the previous prompt. The chart should illustrate all courses, the focus in terms of standards, and the products that emanate from this course. Additional text can be provided to help reviewers fully understand the subject matter preparation. (2.02)
3. What standards have the program established for candidates' use of technology and the ability to integrate technology into their instruction? Where are these expectations integrated into the curriculum? How are they assessed?(2.03)
4. What are the programs expectations for preparing candidates who understand the context of teaching in Rhode Island and state-wide initiatives in Pk-12 schools? How are these expectations integrated into the curriculum? How are they assessed?

Specifically:

- What do candidates learn about the Rhode Island Early Learning Standards (for early childhood), Rhode Island Grade Level Expectations (GLE) and Grade Span Expectations (GSE) and how do they use this information in practice?
- What do candidates learn about the New England Common Assessment Program (NCAP) and how do they use this information in practice?
- What do candidates learn about Personal Literacy Plan (PLP) and how do they use this information in practice?

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- What do candidates learn about the Rhode Island Reading Policy, including scaffolded reading programs for middle and high school students and how do they use this information in practice?
 - What do secondary candidates learn about Rhode Island's High School Regulations and how do they use this information in practice?
 - What do candidates learn about the RIDE Individualized Education Plan (IEP) process and how do they use this information in practice.
 - What do candidates learn about SALT – including the SIT, school leadership, and the improvement cycle, School and District Report Cards, Accountability, and Progressive Support and Intervention (PS&I) – including how performance is measured and strategic planning, and how do they use this information in practice?
 - What do candidates learn about educational organizations and resources within Rhode Island that support teachers (e.g., Rhode Island Technical Assistance Project – RITAP; Rhode Island State Improvement Grant – RISIG; RIDE National Board for Professional Teaching Standards – NBPTS, Child Opportunity Zone Family Centers; Healthy Schools! Healthy Kids) and how do they use this information in practice?
 - What do candidates learn about Individualized Professional Development Plans (I-Plans) as a basis for their continued professional development and certification renewal and what does the program do to prepare them for their initial I-Plan?
 - Advanced Programs should demonstrate strong connections to the appropriate professional programs and activities within state by identifying these programs (e.g. administrators and the State Action for Educational Leadership Project – SAELEP; counselors and the Rhode Island Model for Counseling Programs and its four quadrants; reading specialists and the Rhode Island Reading Initiatives) and describing what their candidates learn about these programs and how they use the information in practice.
 - What other state initiatives are closely linked with preparation at your institution and how do they affect candidate preparation?
5. Provide a detailed description of the clinical experiences required by each program. In the description, which may be presented graphically, address the purpose of each field experience, the sequencing of experiences, the setting and duration, and any products that result from the experience. (2.05 and 2.06)
 6. Describe the coherence of the program's curriculum by highlighting the connections and developmental sequence of multiple indicators across courses. Use the indicators from the professional standards to highlight progression throughout the program. (2.05)

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7. Describe how the field experiences are sequenced to build upon one another, and describe how these experiences provide the depth of experiences necessary for a beginning teacher. (2.06)
8. In what ways does the program assure that all prospective educators have the opportunity to work with students in a variety of schools, including those that serve culturally, linguistically, and economically diverse students and students with a range of abilities? What records are maintained to assure that prospective educators experience a range of placements? (2.06)
9. For initial programs, candidates are expected to “create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approach to learning.” The *No Child Left Behind* Act requires reporting of the success rates of select student groups (e.g., race/ethnicity, LEP, special needs, economically disadvantaged). Describe the ways in which the curriculum prepares candidates to teach students in each of the following groups and the assessments used to assure that the candidates will be successful:
 - Students from racial and ethnic minority groups
 - Limited English Proficient students/English Language Learners
 - Student with disabilities
 - Economically disadvantaged students (2.01 and 2.06)
10. What criteria are used to select schools and classrooms as sites for field experiences? What is the process for identifying, evaluating, and retaining sites? How is the process of improving the quality of placement sites evaluated, documented and implemented? What documentation supports this? (2.08)
11. What are the criteria used to select practicum supervisors, cooperating teachers, and/or internship supervisors? What is the process for identifying, evaluating, and retaining these individuals? What assurances can the program provide that the clinical sites that are used are settings where prospective educators have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards? (2.09)
12. Describe how the program recruits, prepares, and supports cooperating teachers and internship supervisors. What training is provided to serve in these roles? How are they prepared to evaluate candidates with respect to college assessments? How does the program communicate their importance and value of cooperating teachers/internship supervisors to individuals who serve in these capacities? In what ways do they benefit from serving in these capacities? (2.10)
13. Describe the partnerships that the institution has established with schools and school districts. What has the program done to make these partnerships mutually beneficial? In

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- what ways do the schools/districts support the programs' work? In what ways do the programs support schools/districts? (2.11)
14. In what ways are the programs reviewing and improving the curriculum? What changes have been made in the curriculum since the last program approval visit? What documentation provides evidence for the changes? (2.01-2.04, 4.10)

Standard Three: Diversity

This section of the report should begin with an overall description of the institution's commitment to affirming diversity⁶ of Rhode Island, its communities, and its public schools. The report can address the overall institutional commitment to diversity. However, the specific examples from the educator preparation programs are essential elements of this report. In the introduction cite examples from both policy and practice at the institution. The introduction should be followed by text that responds to each of the following specific prompts:

1. Describe the ways in which the prospective educators in the teacher preparation programs engage in discussions and actions that help them explore issues of diversity in our world and our schools. This can be presented as a curriculum map that identifies specific knowledge, skills, and dispositions and how they are assessed throughout the program. The map can extend beyond teacher preparation courses and experiences to identify other aspects of the curriculum that are experienced by all students at the college or university. The description should extend beyond learning about diversity and address teaching for diversity. (3.01)

The details from the curriculum should include the following:

- The ways in which prospective educators expand their own socio-cultural awareness, including awareness of their own personal histories, the nature of culture as evolving and having variation within any group, and a knowledge of the histories, contributions, and status of various racial and ethnic groups.
- The ways in which prospective educators develop affirming attitudes towards individuals from diverse backgrounds.
- The ways in which prospective educators develop a commitment to making schools places where all K-12 students succeed.
- The ways in which prospective educators learn about diverse communities and learn to teach in diverse communities

⁶ Diversity encompasses ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area

- The ways in which prospective educators learn to design and implement instruction that builds from the cultures of their K-12 students and communities.
2. In what ways does the program assure that all prospective educators have the opportunity to work with students in a variety of schools, including those that serve ethnically, racially, linguistically, economically, and religiously diverse students and students with a range of abilities? In what ways does the program assure that all prospective educators will be successful teaching this range of students? (3.02)

The response should also address:

- The composition of the student population at the schools where prospective educators are placed
 - A description of the specific experiences prospective educators have to learn to teach for diversity.
 - A description of the ways in which cooperating teachers and intern supervisors engage prospective educators in an examination of issues of diversity in teaching and learning.
3. In what ways is the preparation of graduates who are socio-culturally aware and committed to affirming diversity, and specifically culturally responsive educators central to the mission of the institution? What evidence supports the ways in which the institution is committed to these issues? In what ways are issues of equity and diversity explored by the administration, faculty, and students? How has the institution capitalized on diversity of administration, faculty, students, and community to further the education of members of the community? In what ways are issues of diversity central to the intellectual life of the college? What are the greatest challenges to the institution with respect to these issues and how is the institution working to address them? (3.03)
 4. Describe the efforts the institution and educator preparation programs have made to recruit hire, support, and retain faculty members who contribute to the diversity of the faculty? Address both the college/university faculty as well as the teacher preparation faculty in the response. Describe other opportunities that are provided for prospective educators to interact with and learn from educators whose experiences are different than their own. In what ways has the program tried to recruit faculty from underrepresented groups? Provide specifics about recruitment, search processes, and incentives designed to increase the diversity of the faculty. What special skills or expertise (e.g., experience,

publishing, service) do faculty members have that expand the program's capacity to prepare educators who can work in diverse schools? (3.04)

Complete the following chart to provide additional evidence for this indicator. If the institution uses other categories for data collection, please use those categories. Provide additional text to identify other aspects of diversity that are valued by the institution as reflected in the composition of the faculty. The chart should be completed twice, once for all college or university faculty and once for faculty in teacher preparation programs.(3.04)

FACULTY	Currently	Over the Last Five Years		
		Recruited	Hired	Promoted
Race (Census 2000 Categories)				
American Indian or Alaska Native				
Asian				
Black or African-America				
Native Hawaiian and other				
White				
Some other race				
Two or more races				
Hispanic Origin				

Hispanic or Latino				
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5. Describe the efforts the institution and the educator preparation programs have made to recruit, admit, support, and retain students that contribute to the diversity of the student body? Address the overall enrollment in the college or university as well as the composition of the teacher preparation program. In what ways have the programs reached into minority communities for recruitment? How do admissions criteria accommodate varied preparation by candidates? What trend data can be provided regarding admission and program completion by students from different racial and ethnic groups? What financial resources are available to support these efforts? What services are provided to assure support for prospective educators who are in need of additional resources, counseling, or mentoring to succeed? What evidence demonstrates that the participation of all prospective educators is elicited, valued, and affirmed in the programs? In what ways do programs monitor the perceptions of prospective educators within the program about how their participation is valued? What are the greatest challenges presented by this goal and how are the programs and the institution working to address them? (3.05)

Complete the following chart to provide additional evidence for this indicator. If the institution uses other categories for data collection, please use those categories. Provide additional text to identify other aspects of diversity that are valued by the institution as reflected in the composition of the student body. The chart should be completed twice - once for all college or university students and once for students in teacher preparation programs.(3.04)

STUDENTS	Currently	Over the Last Five Years		
		Recruited	Hired	Promoted
Race (Census 2000 Categories)				
American Indian or Alaska Native				
Asian				

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Black or African-America				
Native Hawaiian and other				
White				
Some other race				
Two or more races				
Hispanic Origin				
Hispanic or Latino				

Standard Four: Resources

Most of the evidence for resources will be provided on site. However, please include the following information in the Institutional Report.

1. When was the institution last accredited by NEASC? What recommendations, if any, did the team make with respect to teacher preparation and what has been the response to these recommendations? (4.01)
2. Describe how faculty members are evaluated in the programs. Describe the evaluation process used (e.g., course evaluations, peer review, etc.). Emphasize the evaluation of their teaching and their scholarship in the response. In what ways are the data collected through this evaluation used (for individual and collective purposes)? How does the program know that the quality of the faculty is improving? Provide evidence of this change. (4.02, 4.08)

3. Identify areas in which the faculty (education, arts and sciences, and PK-12) as a collective is noted as scholars, researchers, and service providers. Cite critical publications, ongoing research, and community work from the past 5 years (4.02, 4.03, 4.04, 4.08).
4. Describe the ways in which the faculty members are involved with practice in Pk-12 schools and efforts to improve Pk-12 education. Identify the faculty members involved in this work. (4.02, 4.03, 4.04)
5. Describe the ways in which the program supports the professional development of the faculty. What are the institution's expectations for continued professional development and how are these evaluated? To what extent do faculty members avail themselves of the opportunities for professional development? What evidence demonstrates that this leads to a more qualified faculty? (4.05)
6. To what extent does the program have the resources necessary (e.g. facilities, equipment, library, curriculum resources, educational technology, and financial) to support a program that meets these standards? Briefly describe the support that programs have received in recent years and identify areas where added resources are needed to advance the programs. Are there standards in this document that the programs were unable to address due to the limited resources? If so, please explain. (4.06)
7. Describe the similarities and differences across teacher preparation programs at the institution in terms of their approach to achieving student outcomes, field experiences, instruction, and assessment. What similarities exist across programs and how do they contribute to the coherence across programs? Explain differences that exist, why they exist, and how they enhance rather than detract from program coherence. (4.07)
8. Provide a description of the ways in which the education faculty, arts and science faculty, and school based personnel work collaboratively to prepare new teachers. How were these partnership forged at the institution and what is done to sustain them? What evidence demonstrates these efforts? (4.09)
9. In addition to field-based partnerships described in Standard Two, what other partnerships have programs established with districts, schools, community organizations, and/or professional associations to support the institution and the programs' missions? (4.09)

Conclusion

Based upon the study of the program as documented in this institutional report, what areas have been prioritized for improvement over the next few years? What is the plan for reaching these goals? In summary, identify the ways in which programs will be different the next time they undergo program review and how the programs will ensure that those changes will take place.

Preparing for The On-site Visit

The logistics

The Institutional Report serves as a critical step in teacher preparation program review. When an institution uses the report as a formative evaluation tool, updating it on an annual basis and using the results for self-assessment, the Institutional Report becomes the initial step in preparation for the on-site review that occurs every five years. The report is used by the Rhode Island Department of Education in planning the specifics of the visit. It also serves as an introduction to the programs for the visiting team members and as the foundation upon which other evidence is compiled in order to complete the evaluation of the programs and make recommendations to the Commissioner.

Institutions should view the visit as the opportunity to provide all additional evidence that is necessary for the team to fully understand its teacher preparation programs. The planning meeting, selection of faculty, administrators, students, and partner schools who will participate in the visit and the preparation of an exhibit room involve critical decisions that will impact the quality of the review. Each of these elements merits the same level of energy and commitment as the preparation of the Institutional Report.

Date of On-site Visit and the Planning Meeting

When the Commissioner receives a request for a program approval visit, the Rhode Island Department of Education staff will work with the institution to establish the dates for the visit. Program Approval visits begin on a Sunday morning and are completed by the following Wednesday morning. The Rhode Island Department of Education will also schedule a time to meet with program representatives to plan a detailed agenda for the on-site visit.

Approximately two months prior to the visit, a specialist from RIDE will meet with representatives from the institution to plan the logistics of the visit, to select samples for interviews, and to customize the agenda for the on-site visit.

The Visiting Team

The visiting team includes a balance of expertise in terms of knowledge of content, instruction, assessment, and professional development. Its composition includes individuals who possess the knowledge and skills necessary to adequately assess the program and its components and offer recommendations of how to make the program stronger. The team will be comprised of people trained in the review process, who engage in similar reviews on a regular basis.

The team's role is a combination of auditing/verifying findings and evaluating actual performance through observations, visits to schools, interviews, and the review of the institutional as well as individual candidate portfolios. The size of the team will be small enough to promote a close working relationship with the institution and large enough to thoroughly examine the evidence in support of the standards. Actual team size will be determined based upon the size of the program and the number of certification areas at the institution.

The team will be appointed by RIDE staff, and at a minimum, will be composed of three individuals. The team will be composed of teachers, teacher educators, and other education professionals. In most instances the chair will be a state certification officer from out of state. Representatives from other colleges and universities will come from institutions that are similar to the ones being reviewed. Team members from higher education will come from non-Rhode Island institutions. Pk-12 educators will be individuals who have been recognized as outstanding Rhode Island educators (e.g., National Board for Professional Teaching Standards certified, Milken Award winners). The Rhode Island Department of Education will recruit individuals who have or who through training can develop an understanding of the certification and preparation policies and the culture of education in Rhode Island. The disposition of individuals who serve as members of visiting teams is as important as their knowledge and skills. All Rhode Island evaluation team members must be committed first to the improvement of teacher preparation as articulated in the Rhode Island standards and second to helping institutions attain these standards. Observers may participate in the review process at the invitation of the Rhode Island Department of Education. Rhode Island Department of Education rules regarding conflict of interest will apply to the appointment of team members. If the institution of higher education has concerns about any member named to a team, it may petition the Rhode Island Department of Education in writing, citing its reasons for requesting a different team composition.

Team members will know performance assessment and standards-based instruction. They will bring experience in educational renewal from their own institutions. All members of the evaluation team will receive training in the Rhode Island Beginning Teacher Standards, the Rhode Island Program Approval Standards, and the process for conducting a program review and evaluation in Rhode Island. The institution is responsible for all travel and maintenance costs for state team members.

The Schedule

A brief outline of the generic schedule for visits is provided on the pages that follow. In all instances, the team will be on campus from Sunday morning through noon on Wednesday. Within this 3 and ½ day time-frame, schedules may vary by institution. There is a wide range of program types within Rhode Island. Some programs are residential and have candidates who are available during the day; others serve commuters and/or

candidates who work during the day and take evening courses. Some programs run four years and have candidates at different stages of preparation during the visit; other programs are one year in length and all candidates are at the same point in the program when the team visits. Some programs are so small that the team can meet with all candidates; others are so large that only a small sample of candidates can be interviewed. The variation in institutions and in programs demands some flexibility in schedules. Beyond the common elements of programs across institutions, there may also be instances in which an institution wants the team to add some visits or interviews to the general schedule to highlight aspects of the programs and that contribute evidence of meeting standards. The Rhode Island Department of Education specialist will work with each institution and with various programs to design a schedule that is responsive to the unique characteristics of the program.

Day One

The team is convened in the exhibit room at 8:30. A representative of the programs should be present to welcome the team and briefly introduce the team to the structure of the exhibit room. The team works all day in the exhibit room with a focus on the assessment and curriculum standards.

A dinner is scheduled for 6:00. The institution should invite administrators and lead faculty from each program. The dinner serves as an opportunity for the team to begin to explore issues that surfaced during its preliminary discussions. Dinner should be over by 7:30.

The team will have work time after dinner in its work room at the hotel to continue to review candidate portfolios in preparation for Monday interviews.

Day Two

The team will meet in the morning in the exhibit room to complete the work on curriculum and to begin to review diversity and resource standard materials.

A working lunch should be scheduled with program faculty. Team members will be seated with faculty from programs that they are reviewing. Lunch interviews with faculty provide time for clarification and exploration of additional questions.

The afternoon (early evening for advanced programs) is devoted to candidate interviews. Interviews will be conducted with groups of candidates early in the program, mid-program, nearing completion of the program, and recent graduates. The specific schedule will be established during the planning meeting. Programs will identify one-half of the candidates for interviews and the Rhode Island Department of Education will identify the other half.

The institution should identify a site near the hotel for the team to have dinner on its own. After dinner the team will work in the workroom at the hotel.

Day Three

Teams of two visiting team members will visit field sites and meet with principals, cooperating teachers and student teachers during the morning. Faculty members will be responsible for bringing the teams to the schools and then returning them to campus.

During the afternoon some team members will continue to work in the exhibit room. Other team members will conduct interviews with other groups (e.g., cooperating teachers, diversity focused group, field-site coordinators) on campus.

Dinner arrangements for the team should be made at the hotel.

Day Four

An exit meeting should be scheduled for late in the morning on campus. This meeting includes the chair of the visiting team, Rhode Island Department of Education specialists, and a senior academic officer of the college or university. Others may be invited at the discretion of the institution. This meeting will provide an opportunity to report the team's findings, to highlight some of its recommendations, and to report the overall recommendation the team will make to the Commissioner.

Planning the Visit

An effective planning meeting will require preparation on the part of the institution and the Rhode Island Department of Education. The Rhode Island Department of Education should receive a copy of the Institutional Report (even if it is in draft form) two weeks prior to the planning visit. This will allow the specialist to create a structure for some aspects of the team visit, including individual team member assignments, number and type of candidates to be interviewed, and number and type of schools to be visited. The Rhode Island Department of Education specialist may also add to the request of scheduled interviews based upon information presented in the report. The institution should review the lists below and have preliminary responses ready for the planning visit.

Team travel and support logistics

The institution should be prepared to provide the following support:

- A hotel near campus that will provide: lodging for the team (Saturday night arrival for out-of-state team members, Sunday arrival for instate, Wednesday departure for all); meeting space from Sunday evening through Wednesday mid-day (including a computer, printer, and web-access and light refreshments each evening and on Wednesday morning)
- Travel arrangements (air, train) to and from Rhode Island and the hotel for out of state team members.
- Parking at the hotel for team members
- Breakfast either at the hotel or in the exhibit room on Sunday and Monday and at the hotel on Tuesday and Wednesday
- Lunch in the exhibit room on Sunday and Tuesday and with faculty on Monday
- Dinner with faculty and administrators on Sunday, at a restaurant near the hotel on Monday, and at the hotel on Tuesday

- An exhibit room on campus throughout the visit that can accommodate exhibits and provide work space for the team throughout the visit. The room should also have a computer with web access and a printer.
- Interview space to accommodate candidate interviews outside of the exhibit room on Monday
- Coffee, tea, water and light snacks should be available in the exhibit room throughout the visit.
- Procedures for reimbursing team members for incidental expenses.

Interviews, meetings, and other events to schedule

In preparation for the planning visit, the institution should begin to identify the individuals who will play a key role in each of the meetings and interview sessions. The questions that follow can guide the institution's preliminary pre-planning.

- What is the location of the exhibit room?
- Who will meet the team and provide an overview of the exhibit room?
- Who will attend the dinner on the first night? The list should include designation of individuals by programs represented or offices on campus. Where will the dinner be held?
- What faculty members will be included in the Monday lunch review? This list should be organized by certification program. Where will the luncheon interviews be held?
- What candidates will be selected by the programs for interviews for each program? This should include candidates early in program, middle of program, and late in program? When are they available for interviews? Where will the interviews be held?
 - At the meeting be prepared to provide a list of all current candidates, including status (just admitted; just approved to student teach; currently student teaching) as of the time of the site visit. This list will be used by the Rhode Island Department of Education team to select its sample of candidates who will be interviewed and will be asked to present their portfolios (where appropriate) during the on site visit. Alternates will also be selected at that time.
- Will the program invite program graduates for interviews? Who will attend?
- Where will the team have dinner on Monday night? What arrangements have been made for paying the bill?
- What schools/districts will be selected by the programs for team visits? This list should include solid partnerships and representatives of all of the programs? Who will drive teams to the sites?

- At the meeting, provide a list of all of the districts and schools within the districts where prospective educators are placed. This list should also identify schools where student teachers are placed at the time of the visit. Their program assignments should also be designated. This list will be used by the Rhode Island Department of Education team to select its sample of sites for visits.
- Whom will the programs invite to a meeting of arts and science faculty members who are partners in teacher preparation? This meeting will be scheduled for Tuesday afternoon. Where will it be held?
- Whom will the program invite to a meeting of individuals who are knowledgeable about the institution's commitment to issues of diversity? This meeting will be scheduled for Tuesday afternoon. Where will it be held?
- Whom will the program invite as a representative group of cooperating teachers for a meeting on Tuesday afternoon? This may be several small groups, depending on the number of programs at the institution. Where will it be held?
- What other individuals or groups should the team meet in order to fully evaluate ways in which the program meets the standards? Are there other places the team should visit?
- Whom will the program invite to the exit conference? What time should it occur? Where will it be?

RIDE will work with the institution to develop a detailed agenda for the visit, including times, locations, and lists of interviewees. The agenda will be reviewed, revised, and refined prior to the arrival of the visiting team. Whenever possible, interviews will be scheduled prior to the site visit. However, if the team decides there is a need to schedule other interviews the chair will work with the institution to make these arrangements during the visit.

The Exhibit Room

The visiting team will need to have a work room available on campus throughout the visit. Historically, this room has also been used to house exhibits. The Rhode Island Department of Education anticipates that the institutions will work to present more of the exhibits electronically. In addition to the obvious advantage of storage and duplication, this would provide a way for team members to follow links embedded in the Institutional Report to supporting evidence. The electronic versions of documents and collections of candidate work will lighten the load on institutions preparing for a visit.

Required exhibits to support program review are listed below. This list only identifies required exhibits; institutions are free to provide additional evidence. However the Rhode Island Department of Education cautions institutions not to include information that doesn't directly link to the standards. Numbers are included in this report to facilitate discussion of exhibits. Institutions should present evidence in the exhibit room organized by standard, but there is no need to adopt any prescribed numbering system for exhibits within a standard.

Standard One Exhibits

1. Application materials
2. All written materials used to help candidates develop an understanding of the assessment system, including benchmarks
3. For each program, three samples of reviewed *applications*. The applications should be from within the last two years.
4. For each program, provide three examples of the candidate work at the stage of readiness to *student teach or begin an internship*. The examples should include the work of candidates who are clearly ready, minimally ready, and not ready. The work should include the evaluation and feedback of the collection of work. The candidate work should be from within the last two years.
5. For each program, provide two examples of candidate work at the *completion of the program*. The examples should include the work of candidates who are clearly ready and minimally ready. The work should include the evaluation and feedback of the collection of work. The candidate work should be from within the last two years.
6. The work samples of all candidates selected for interviews at middle of program or student teaching. (Note: This must be available on Sunday. Candidates should NOT wait and bring the material to their interviews.)
7. Title II Reports for previous five years and analysis of the data and how the data were used to improve programs.
8. Aggregated data of individual assessment instruments and analysis of the data for feedback to programs.
9. Evidence to support ways in which the programs have screened assessments and the system for sources of bias.
10. All training materials used to help train evaluators to make consistent decisions. Summary data to support statements about level of decision consistency.
11. Materials used to collect information about the preparedness of graduates (i.e., from graduates, employers), analysis of the data, and feedback to programs.
12. Analysis of assessment system data and feedback to programs.
13. Other evidence identified by the programs.

Standard Two Exhibits

These exhibits should be prepared by program.

1. For every course identified in the overview of the program curriculum in the Institutional Report (question/prompt 1 – professional standards) provide a course portfolio that includes: the faculty members who teach the course; the syllabus with a connection to the professional standards, and copies of key tasks/assessments that have been identified in the audit overview. For each of these tasks please provide two samples of evaluated candidate work that might be used as benchmarks to illustrate exemplary and acceptable work. If there are multiple sections of a course and different syllabi and tasks are used, please provide this evidence for each section.
2. For every course identified in the overview of the subject matter preparation in the Institutional Report (question/prompt 2 – subject matter standards) provide a course portfolio that includes: the faculty members who teach the course; the syllabus with a connection to the subject matter standards, and copies of key tasks/assessments that have been identified in the audit overview. For each of these tasks please provide two samples of evaluated candidate work that might be used as benchmarks to illustrate exemplary and acceptable work. If there are multiple sections of a course and different syllabi and tasks are used, please provide this evidence for each section.
3. Evidence not included in 1 and 2 that demonstrates how candidates learn to integrate technology into instruction.
4. An overview of technology resources on campus and ways of obtaining access.
5. Evidence not included in 1 and 2 that demonstrates how candidates learn about state initiatives.
6. Samples of I-Plans or draft I-Plans prepared by the previous year's program completers prior to program completion.
7. Course catalog
8. Guidelines for field experience provided to prospective teachers (e.g., student handbook)
9. Database documenting the range of field experiences for each candidate.
10. A list of all schools and classrooms used for placement. Instruments used for evaluating sites. Data collected over the previous five years evaluating these sites. A summary of changes in the sites used (new sites added, sites removed) and an analysis of the data and how they were used by the program.
11. A list of all educators used for cooperating teachers or internship supervisors. Instruments used for evaluating these individuals. Data collected over the previous five years evaluating the

educators. A summary of changes in the personnel used (additions, deletions) and an analysis of the data and how they were used by the program.

12. All materials used to recruit new cooperating teachers and internship supervisors and the training materials used to help train school-based personnel to serve as clinical supervisors, a summary of when training was held and who participated, and evaluations of these sessions.
13. School and district partnership agreements. Evidence of ways in which programs have supported schools through these agreements.
14. Other evidence identified by the programs.

Standard Three Exhibits

1. Supporting documentation from coursework and other experiences that support the curriculum statements in response to question 1 in the Institutional Report and that are NOT already included in exhibits for Standard 2, Items 1 and 2.
2. Any materials that demonstrate the institutional and program commitments to preparing graduates who are socio-culturally aware and committed to affirming diversity.
3. Evidence of the institutional and the program efforts to recruit, hire, support and retain faculty members who contribute to the diversity of the faculty.
4. Evidence of the institutional and the program efforts to recruit, admit, support, and retain candidates who contribute to the diversity of the student body.
5. Other evidence identified by the programs.

Standard Four Exhibits

1. A copy of the NEASC accreditation letter and any sections of the report that affect either teacher preparation, education, or the arts and science departments that work with the programs in the preparation of teachers.
2. Materials used for faculty evaluation and summaries of evaluations for the last three years.
3. List of all education faculty with key achievements in subject matter, research, teaching, and service in the last five years. Examples of faculty record of research, publications, and service in the past five years to support the narrative for prompt 3 in the Institutional Report.
4. List of all education faculty with key achievements in working with Pk-12 schools in the last five years. Examples of faculty work to support the narrative for prompt 4 in the Institutional Report.

5. A summary of faculty professional development provided by the institution and individual work supported by the institution in the past five years. Samples of faculty professional development plans.
6. Evidence to support ways in which education faculty and arts and science faculty collaborate in the preparation of teachers.
7. Evidence of other partnerships with districts, schools, community organization, or professional associations not provided elsewhere.
8. Other evidence identified by the programs.

The Exit Conference

At the conclusion of the visit, an exit conference will be conducted by the team chairperson and the RIDE specialist with the appropriate institutional personnel. The purpose of the meeting is to highlight the overall findings of the team and to inform the institution=s officials of the team=s recommendations. This is not a time to discuss or debate the team=s findings. The institution will have the opportunity to respond to the team=s findings once it receives the draft written report. The findings presented at the exit conference reflect decisions made by the team. These recommendations are presented to the Commissioner of Education and provide the basis for the Commissioner=s decision.

The Team Report, the Commissioner's Decision and Actions In Between Visits

The completion of the process and the beginning of the new cycle

The visiting team's draft report is sent to the institution for review. Any factual errors are resolved prior to forwarding the report and the team's recommendations to the Commissioner. Once the Commissioner makes a final decision, this decision is communicated in writing to the college or university President. The decision of the Commissioner marks the completion of one cycle and the beginning of a new cycle. The institution is responsible for developing a plan to respond to the team's recommendations and continuing to engage in the ongoing collection of data, analysis of the data, and continuous program improvement.

The Team Report

The team completes its draft report, including ratings on each indicator and each standard. All indicators that are not rated "on standard" include a recommendation for changes that are needed to bring the indicator rating to standard. The team reviews the profile of ratings for all indicators as the basis for a rating on the standard. The rating of "on standard" for a standard does NOT require that all indicators are on standard, but that in the professional judgment of the team after considering all indicators, the overall assessment of the program against the standard is that the standard has been met. A program must be rated "on standard" for each of the four program approval standards to receive a five year approval.

The team can recommend a full five year approval; an approval of less than five years with specific recommendations for improvement and a time-line for meeting the specified

conditions; or non-approval. Specifics of reporting and follow-up visits will be negotiated between the Rhode Island Department of Education and the individual institutions.

The team has one month to prepare the draft of the report. The report includes the findings of the team members regarding the Rhode Island Program Approval Standards, including ratings by indicator and standard, recommendations for indicators that were not on standard, and an overall recommendation for program approval. Once the team has agreed on the draft report, the Rhode Island Department of Education forwards a copy to the institution to review for factual accuracy. The institution has two weeks to respond in writing.

The Commissioner's Decision

After receiving the institution's response and making appropriate changes, if necessary, the Director of Office of Teacher Preparation, Certification and Professional Development forwards the recommendation of the team and its report to the Commissioner. Final approval decision are made by the Commissioner and are conveyed in writing to the President of the institution in a letter that indicates approval status and lists all areas that must be addressed in an action plan to be submitted to the Rhode Island Department of Education.

Low Performing Institutions

Title II of the Higher Education Act Designation of Low Performing

In compliance with Title II of the Higher Education Act each state is required to establish criteria for identifying low-performing schools of education and to designate any schools of education or programs within the schools that are designated as low-performing. Rhode Island has built its definition of low-performing programs on the quality of programs as reported in the program review process. The definitions of low-performing and at risk for being low-performing are provided in the section that follows..

Low Performing

An educator preparation program at a Rhode Island institution of higher education will be designated as "Low Performing" if the Commissioner of Elementary & Secondary Education has granted a one-year or two-year conditional approval to an approved program as a result of an on-site evaluation by a review team. A recommendation to designate a program at an institution of higher education as "Low Performing" can only be made by a full review team conducting an institutional evaluation visit. A program designated "Low Performing" by the Commissioner retains this designation until corrective action has been implemented and verified by a Department of Education interim team or the institution of higher education no longer offers the program. Each low performing program will be reported separately along with the term of the conditional approval granted to the program. Major components of the Commissioners'

Program Approval Standards cut across all programs. Consequently, it is possible for the Commissioner to designate all programs offered at the institution as low performing programs.

At Risk of being Low Performing

An educator preparation program at a Rhode Island institution of higher education will be designated as “At Risk of being Low Performing” if the program has not made significant progress in the area (s) identified by the review team in its final report to the Commissioner of Elementary & Secondary Education during the previous visit. A recommendation to designate a program as “At Risk of being Low Performing” can only be made by a Department of Education interim team visiting specific programs that were identified as requiring a follow-up visit. The determination of a program being “At Risk of being Low Performing” is limited to a review of the specific area (s) identified by the team during the previous visit and cited in the final report to the Commissioner as requiring a follow-up visit by a Department of Education interim team. During the follow-up visit, the Department of Education interim team will be charged with making a professional judgment on whether or not the program has made “significant progress” on each of the specific area (s) identified by the review team in its final report to the Commissioner. In cases where all educator preparation programs have failed to make significant progress on an area cited across all programs (e.g., the assessment system, diversity) it is possible for the Commissioner to designate all programs offered at the institution as “At Risk of being Low Performing”. The Department of Education interim team also has the authority to recommend removal or continuation of the “Low Performing” designation of a program at the institution of higher education.

A Cycle of Review and Improvement

Once the institution receives the decision from the Commissioner, the cycle of data gathering, analysis, and program improvement begins anew in preparation for the next visit.

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Charting the Program Approval Cycle

Actions and Timeline

Action	Timing
1. The President of the college or university writes to the Commissioner of Elementary and Secondary Education requesting renewal of approval of programs. Visit dates are established.	One-year prior to end of the five year approval cycle.
2. Rhode Island Department of Education and institutional representatives meet to plan the agenda for the team visit. The Rhode Island Department of Education receives draft of Institutional Report	Eight weeks prior to the visit.
3. The institution contacts team members, arranges transportation, and sends Institutional Report, College Catalog, Student Teaching Handbook to each team member. An electronic copy of the Institutional Report should be sent to the Rhode Island Department of Education.	Six weeks prior to the visit.
4. The Rhode Island Department of Education and team conduct on site visit.	
5. The Rhode Island Department of Education sends draft of team report to	Thirty days after visit

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institution for review for factual errors.	
6. Institution responds and factual errors are resolved.	Thirty days after institution receives draft report.
7. Commissioner communicates decision to the President of the college or university.	Thirty days after resolution of report.

Program Approval Standards Rubrics

The rubrics

A copy of the rubrics that the visiting team will use to evaluate the programs is provided on the pages that follow.

Standards, Indicators, and Rubrics				
1. Prospective educators recommended for licensure by Rhode Island Educator Certification Programs are proficient in the Rhode Island Beginning Teacher Standards.				
Indicator	UNACCEPTABLE	APPROACHING STANDARD	STANDARD	EXCEEDS STANDARD
<i>Standard 1.01 Continuous Assessment. Prospective educators are assessed through an ongoing process that begins with admission into a program and continues through the recommendation for licensure.</i>	The program's assessment system is composed of disjointed assessments and is not approaching a system. It is missing interim decision points, or interim points are not adequately incorporated. Decisions are based on single or limited data points. There is minimal representation of key RIBTS.	The program has implemented some elements of assessment, approaching, but not quite achieving a system for assessment. The programs have assessments at two of the three recommended decision points. The system shows partial alignment with key RIBTS. There are multiple sources of data for most decision points.	The program has implemented a clearly defined assessment system with at least three decision points - at admission, prior to student teaching, and at recommendation for initial licensure. The assessment system is aligned with key RIBTS. There are multiple sources of data for each decision point.	<i>program is systemic, clear links beyond the faculty of education; additional decision points in system; the assessment system is seamless in its integration into instruction</i>
<i>Standard 1.02 Admission into the Program. Prospective educators are admitted to certification programs based upon clearly articulated criteria that address the students' potential to meet the standards for licensure</i>	The program provides limited or no assessment prior to admission. The connection between the criteria and potential for success is not made. The admission process is not implemented as described.	The program has established clear criteria for program admission. There may be limited attention to basic skills. The programs only provide partial evidence of link between assessment and potential for success in the certification area. Evaluation of work is not aligned with the criteria for admission. There may be inconsistent application of criteria	The program has established clear criteria for program admission. The criteria address, at a minimum, basic skills. There is evidence of a relationship between criteria and potential for success in the area of certification. The evaluation of work is aligned with the criteria for admission and there is consistent application of criteria across candidates.	<i>clear documentation of any standards "credited" at admission; strong diagnostics at admissions that drive program expectations; studies of relationships between admission standards and future success</i>

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<p><i>Standard 1.03 Advisement, Feedback, and Counseling Throughout the Program. Prospective educators' progress towards meeting the standards is monitored and they receive academic advisement from admission through completion of their educational programs.</i></p>	<p>The assessments are not connected to progress throughout the program. Students have a minimal understanding of the program expectations, assessment system, instruments, criteria, benchmarks, and processes. There is a limited or an unclear link between assessment and student improvement. Counseling of students throughout the program is not connected to the assessments.</p>	<p>The assessment system is connected to progress through the program. Assessment results are sometimes used in the advising process. Students have a general understanding of program expectations, the assessment system, instruments, criteria, benchmarks, and processes. Some of the emphasis of assessment is on student improvement but often it is used primarily for evaluation purposes. Assessment results are sometimes used to advise students. Student attrition is not easily explained in terms of the assessment data.</p>	<p>The assessment system provides the basis for student progress through the program. There is a strong connection between assessment results and student advisement and feedback. Students understand program expectations, the assessment system, instruments, criteria, benchmarks, and processes. The emphasis of assessment is on student improvement. Assessment results are used to advise students as they progress towards standards. Student attrition is attributable to counseling based upon the quality of their work.</p>	<p><i>exemplary benchmarks for assessments; strong self-assessment component; advisement extends to other data sources</i></p>
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<p><i>Standard 1.04 Determination of Readiness For Student Teaching or Supervised Internship: Prospective educators demonstrate their readiness for student teaching or supervised internship through an evaluation of their performance with respect to the Readiness to Student Teach Standards.</i></p>	<p>The program provides limited or no assessment prior to student teaching/internship. The connection between the criteria and potential for success is not made. The assessment process is not implemented as described.</p>	<p>There are clear criteria for readiness to student teach/intern. The criteria may be only partially aligned with RI readiness standards or may not address subject matter knowledge. The programs only provide partial evidence of link between assessment and potential for success in the certification area. The evaluation of work is not aligned with the criteria for advancement. There may be inconsistent application of criteria</p>	<p>There are clear criteria for readiness to student teach/intern. These criteria are aligned with RI readiness standards and address subject matter subject matter knowledge. There is evidence of a relationship between criteria and potential for success in the area of certification. The evaluation of work is aligned with the criteria for readiness and there is consistent application of criteria across candidates.</p>	<p><i>involvement of PK-12 educators in decision assessments provide the basis for further work during student teaching/ internship</i></p>
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<p><i>Standard 1.05 Assessment at the Completion of Clinical Experiences: Prospective educators demonstrate their performance with respect to the standards for the completion of student teaching or supervised internship through an evaluation process that is shared by the college or university supervisor and the cooperating teacher or internship supervisor.</i></p> <p><i>Standard 1.06 Assessment as the Basis for Recommendation for License. Approved programs make recommendations for licensure based on prospective educators' performance with respect to the Rhode Island Beginning Teacher Standards</i></p>	<p>The program provides limited or no assessment at the completion of the program or there is little alignment with the RIBTS or professional standards. The connection between the criteria and potential for success is not made. The process is not implemented as described.</p>	<p>The program has established clear criteria for program completion and recommendation for licensure. The criteria address some of the RIBTS or professional standards. The programs only provide partial evidence of link between assessment and potential for success in the certification area. Evaluation of work is not aligned with the criteria. There may be inconsistent application of criteria</p>	<p>The program has clearly articulated a performance standard for recommendation for licensure. The criteria address the range of the RIBTS or professional standards. There is evidence of a relationship between criteria and potential for success in the area of certification. The evaluation of work is aligned with the criteria and there is consistent application of criteria across candidates. Candidates recommended for licensure show the ability to teach consistent with RIBTS or professional standards at this level.</p>	<p><i>involvement of arts and science faculty, PK-12 teachers in decision</i></p> <p><i>final review of work is more than just a summation of prior work</i></p> <p><i>final recommendation includes further refinement of levels of quality beyond minimal recommendation for licensure.</i></p>
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<i>Standard 1.07 Validity of Assessment</i>	The assessment system is minimally aligned with RIBTS or appropriate professional standards. The assessment system is minimally aligned with instruction within the program. Evaluation criteria are distinct from program outcomes. There is minimal documentation of system. Assessment is achieved primarily through one methodology and many decisions made based upon singular source of evidence.	The assessment system is partially aligned with RIBTS or appropriate professional standards. The assessment system is partially aligned with instruction within the program. The evaluation criteria are partially aligned with program outcomes. The assessment system is not fully documented - students don't fully understand system at the outset. The system relies on only a few different methodologies or a few different sources of evidence. There is limited attention to possible sources of bias.	The assessment system is aligned with RIBTS or appropriate professional standards. The assessment system is aligned with instruction within the program. The evaluation criteria are aligned with program outcomes. The assessment system is open - students know the learning targets and the nature of the assessment prior to instruction and benchmark performances are provided. The system uses a variety of assessment methodologies and multiple sources of evidence. The system is designed to avoid possible sources of bias.	<i>research on the content validity of the system</i> <i>research on the predictive validity of the system</i> <i>evidence of attention to issues of instrument bias</i>
<i>Standard 1.08 Reliability of Judgments</i>	Assessors and evaluators have limited or no understanding of the instruments, criteria, benchmarks, and processes. Evaluators receive little or no training to make consistent judgments at each decision point. Programs can provide little or no evidence of examining the consistency of judgments	Assessors and evaluators partially understand the instruments, criteria, benchmarks, and processes. Evaluators receive training to make judgments consistent with criteria at each decision point. Programs are collecting evidence of consistency of judgments	Assessors and evaluators understand the instruments, criteria, benchmarks, and processes. Evaluators are trained to make judgments consistent with criteria and with benchmarks at each decision point. Programs are examining evidence of consistency of judgments	<i>ongoing studies of the reliability of decisions; attention to consistency across evaluators and over time (by one evaluator and across years); evaluators are screened based on ability to make reliable judgments</i>

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<p>2. Prospective educators in Rhode Island Educator Certification Programs have the opportunity to acquire the knowledge, develop the dispositions, and practice the skills that are encompassed in the Rhode Island Beginning Teacher Standards and the opportunity to develop their learning in a variety of high quality field sites with professionals who model effective educational practice, assume responsibility for educating prospective colleagues, and are committed to ongoing professional development.</p>				
<p>2.01 Professional and Pedagogical Studies. Prospective educators follow a well-planned scope and sequence of courses and experiences to develop the knowledge, dispositions, and skills encompassed in the Rhode Island Beginning Teacher Standards.</p>	<p>The curriculum provides minimal or no opportunity to learn the beginning teacher standard and there is minimal or no opportunity to demonstrate proficiency for the beginning teacher standard.</p> <p>Proficiency is minimally assessed or is limited to a random sample of knowledge related to this standard.</p>	<p>The curriculum provides students with the opportunity to learn many of the critical aspects of this beginning teacher standard and some opportunity to develop and demonstrate their proficiency with respect to some aspects of the standard</p> <p>The proficiency is primarily demonstrated though an assessment that is limited to the underlying knowledge base.</p>	<p>The curriculum provides students with the opportunity to learn all of the critical aspects of this beginning teacher standard and adequate opportunity to develop and demonstrate their proficiency with respect to the standard</p> <p>The proficiency is primarily demonstrated though performance that extends beyond the assessment of the knowledge base.</p>	<p><i>The curriculum provides a depth and breadth of study that takes prospective educators beyond the critical aspects of the beginning teacher standard and allows them to demonstrate proficiency at advanced levels.</i></p> <p><i>Extensions include additional indicators that go beyond the beginning teacher standards.</i></p>
<p>2.02 Subject Matter Knowledge. Prospective educators develop a deep understanding of the subject matter of their area of certification.</p>	<p>The program has not established a set of subject matter standards or has not established an acceptable set of standards. OR The curriculum minimally addresses or does not address these standards. OR The program does not adequately assess subject matter prior to student teaching.</p>	<p>The program has established a set of subject matter standards for each program, has demonstrated that the curriculum partially addresses these standards, and has provided an assessment required of students prior to student teaching that is partially aligned with these standards</p>	<p>The program has established an acceptable set of subject matter standards for each program, demonstrated that the curriculum addresses the range of standards, provided a valid and reliable subject matter assessment required of students prior to student teaching that is aligned with these standards</p>	<p><i>Further depth of subject matter knowledge</i></p>

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2.03 Technology. Prospective educators develop an understanding of the role of technology in education and learn how to use technology as an instructional and administrative tool.	The curriculum provides minimal or no opportunity to develop and demonstrate technological literacy and to use technology in instruction.	The program has identified a set of technology standards for its students. The program provides students with the opportunity to develop and demonstrate very basic technological literacy and begins to develop the capacity to use technology in instruction.	The program has identified a set of technology standards for its students and established the environment to attain these standards. The program provides students with the opportunity to develop the knowledge, skills, and performances associated with these standards.	
2.04 Additional Rhode Island Certification Requirements. Prospective educators develop any additional knowledge and or skills required by Rhode Island educational law or regulations of the Board of Regents for Elementary and Secondary Education.	The program does not meet many of the requirements of educational law or regulations of the Board of Regents.	The program meets most other requirements of educational law or regulations of the Board of Regents.	The program meets all other requirements of educational law or regulations of the Board of Regents.	
2.05 Coherence. Prospective educators pursue coherent educational studies that are grounded in research and theory.	The program is a collection of courses and experiences, without a clear connection or design. Courses are often taught independent of a well articulated sequence.	The course work and field experiences are not appropriately sequenced and in several instances are disconnected or repetitive.	The course work and field experiences are connected in a developmental way that build towards the standards	<i>There are clear connections across the course work though which ideas in earlier courses are explored in greater depth and breadth. The students see the connections and view the program as very connected</i>

<p><i>2.06 Extensive Clinical Experience. Prospective educators complete purposeful and sequenced field experiences, including field experience prior to student teaching or internship periods. Through student teaching or an internship they have the opportunity to experience all aspects of teaching.</i></p>	<p>Field experience is primarily student teaching/internship or student teaching/internship and some unstructured activities in the field.</p> <p>The student teaching or internship falls far short of the opportunity to experience the intensity of full teaching responsibility.</p>	<p>Field experience begins early in the program and is somewhat linked to course work, providing the opportunity to integrate subject matter and pedagogical knowledge into teaching practice.</p> <p>The student teaching or internship provides the opportunity to experience the good approximation of the intensity of full teaching responsibility.</p>	<p>Field experience begins at program admission and is integrally linked to course work, providing the opportunity to integrate subject matter and pedagogical knowledge into teaching practice.</p> <p>Later field experiences build on the knowledge developed in earlier field experiences</p> <p>The student teaching or internship provides the opportunity to experience the intensity of full teaching responsibility.</p>	<p><i>Field experience is a part of all courses.</i></p> <p><i>Expectations during student teaching or internship extend far beyond typical student teaching/ internship</i></p>
<p><i>2.07 Clinical Experience in a Variety of Settings. Prospective educators complete field experiences in a variety of educational settings, including schools which serve culturally, linguistically, and economically diverse students and classrooms that serve students with a range of abilities, including students with exceptional needs.</i></p>	<p>The range of field experiences provides each prospective educator with limited opportunities to work with a range of students. Several of the key categories of culturally, linguistically, and economically diverse students; different academic abilities, various subject matter, and students with special needs are minimally or inadequately addressed through field experience.</p>	<p>The range of field experiences assures that each prospective educator gains experience teaching a range of students, but not necessarily each of the key categories of culturally, linguistically, and economically diverse students; different academic abilities, various subject matter, and students with special needs.</p>	<p>The range of field experiences assures that each prospective educator gains experience teaching a range of students, including: culturally, linguistically, and economically diverse students; students with different academic abilities, various subject matter, and students with special needs.</p>	

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<p><i>2.08 Effective Field Sites. Prospective educators complete field experiences in settings where they have the opportunity to practice their learning in a way that is consistent with the Rhode Island Beginning Teacher Standards.</i></p>	<p>Programs provide minimal quality control on the districts, schools, and classrooms that serve as sites for the field experiences.</p>	<p>Programs establish criteria for field sites and identify, select, and retain only districts, schools, and classrooms that meet some of the criteria and in which most prospective teachers can learn to teach in a way that is consistent with the RIBTS.</p>	<p>Programs establish clear criteria for field sites and identify, select, and retain only districts, schools, and classrooms that meet most of these criteria and in which prospective teachers can learn to teach in a way that is consistent with the RIBTS.</p>	
<p><i>2.09 Effective Cooperating Teachers and Internship Supervisors. Approved programs place prospective educators exclusively with cooperating teachers and internship supervisors whose practice is consistent with the Rhode Island Beginning Teacher Standards. The cooperating teachers and internship supervisors know how to help prospective educators develop and how to evaluate prospective educators in order to make a recommendation regarding successful performance with respect to the standards.</i></p>	<p>Programs lack clear criteria for practicum supervisors, cooperating teachers and internship supervisors or fail to adhere to the criteria they establish. In some instances prospective educators are responsible for finding their own placements.</p> <p>Programs select practicum and cooperating teachers and internship supervisors, the majority of whom are not models of effective practice, are not committed to supporting the development of prospective teachers, and are not capable of evaluating teachers with respect to the standards.</p>	<p>Programs select practicum and cooperating teachers and internship supervisors, the majority of whom are models of effective practice, are committed to supporting the development of prospective educators, and are capable of evaluating educators with respect to the standards.</p>	<p>Programs establish clear criteria for practicum supervisors, cooperating teachers and internship supervisors.</p> <p>Programs consistently apply criteria to select only practicum and cooperating teachers and internships supervisors who model effective practice, are committed to supporting the development of prospective educators, and are capable of evaluating educators with respect to the standards.</p>	

<p><i>2.10 Recruit and Provide Professional Development for Cooperating Teachers and Internship Supervisors.</i> <i>Approved programs recruit cooperating teachers, internship supervisors, or mentors whose practice is consistent with the Rhode Island Beginning Teacher Standards and who are committed to supporting the development of prospective educators. The programs provide professional development opportunities and other incentives to help these educators enhance their effectiveness in these roles.</i></p>	<p>Programs do not take an active role in recruiting cooperating teachers, do not seem to value their role, and the ongoing professional development provided is primarily general informational sessions for cooperating teachers and intern supervisors.</p> <p>Minimal support is provided for serving in these roles. The PK-12 educators are viewed as individuals who are providing placements for the prospective educators</p>	<p>Programs recruit cooperating teachers and internship supervisors, but offer limited incentives to assume these responsibilities, and provide only occasional professional development opportunities for cooperating teachers who serve in this role.</p> <p>Programs recognize the importance of the role of PK-12 educators in the preparation of the teacher and have established a respectful relationship with these individuals.</p>	<p>Programs actively recruit cooperating teachers and internship supervisors, provide meaningful incentives for them to assume these responsibilities, and provide ongoing professional development opportunities for cooperating teachers/internship supervisors to help them develop as professionals to serve effectively in this role.</p> <p>Programs place great importance on the role of the PK-12 educator plays in the preparation of the teacher and value these individuals as partners in teacher preparation.</p>	<p><i>Blending of roles of university supervisor and cooperating teachers</i></p> <p><i>Professional development is designed to support the cooperating teachers/mentors based on their requests</i></p>
<p><i>2.11 College/University and School Partnerships.</i> <i>Approved programs establish collaborative and respectful relationships between college and university faculty and their institution and field-based educators, their schools, and their school districts that benefit both the institution of higher education and the K-12 school district for the common goal of preparing prospective educators.</i></p>	<p>Programs primarily use schools or districts as a site for field experiences rather than working collaboratively with them.</p>	<p>Programs and districts and their schools develop partnerships that are collaborative, but that primarily serve the programs. Benefits derived by the districts and their schools are primarily a result of program outcomes rather than district/school identified needs.</p> <p>Many of the partnerships are with individual schools or teachers rather than districts.</p>	<p>Programs and districts and their schools develop collaborative and respectful partnerships that equally benefit the districts and their schools and the program.</p> <p>Partnerships are formal and demonstrate that the two organizations have come together to find ways to support learning in each organization.</p>	<p><i>Preparation is viewed as a shared responsibility. The programs are committed to meeting district/school needs as defined by the district/school. Faculty are shared by the programs/districts. Teacher preparation (pre-service and in-service) is a focus of each partner.</i></p>

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3. Rhode Island Educator Certification Programs and their institutions demonstrate a commitment to affirming the diversity ⁷ of our state, our communities, and our public schools by preparing educators who can work effectively with students, families, community members, and colleagues from diverse backgrounds to create learning communities in which all students succeed.				
<i>3.01 Curriculum. Prospective educators develop the knowledge, skills, and dispositions essential to preparing them to be effective teachers of diverse students. The preparation includes a curriculum that engages all students in issues of diversity in our world and in our schools. The curriculum also expands the socio-cultural awareness of prospective educators by helping them become more aware of how their own world views are shaped by their life experiences. The curriculum helps prospective educators develop affirming attitudes towards individuals from diverse backgrounds and a commitment to making schools places where all students succeed. Throughout their preparation, prospective educators learn about diverse communities and students and learn to teach in diverse communities and classrooms. They learn to create classrooms in which instruction builds from the cultures of their students communities.</i>	Attention to diversity is not an essential part of the curriculum. Programs communicate culture as something belonging to other groups. The curriculum primarily focuses on learning generalities about single cultures.	There are some opportunities for students to explore issues of diversity in our world or in our schools. Students develop some understandings about other cultures and begin to incorporate these experiences into the instruction they plan.	The curriculum engages all students in issues of diversity in our world and in our schools. Students develop a deeper awareness of their own world views and of the experiences of other cultures. They learn how to teach in diverse communities and classrooms and how to design instruction that builds from the cultures of their students.	

⁷ Diversity is used throughout this standard to address ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual-orientation, and geographical area.

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<p><i>3.02 Field Experiences that Capitalize on the Diversity of P-12 Schools. Prospective educators successfully complete field experiences that are designed to assure interaction with exceptional students, and students from different ethnic, racial, gender, socio-economic, language, and religious groups. Through these experiences prospective educators examine issues of diversity in teaching and learning. Skilled cooperating teachers and college and university faculty help the prospective educators use these experiences to improve their ability to teach students from diverse backgrounds effectively.</i></p>	<p>Curriculum experiences in the field are general and do not assure work with a range of students. The focus of preparation remains general and doesn't attend to effective pedagogy with diverse students.</p>	<p>Curriculum experiences in the field assure that candidates work with students from diverse ethnic, racial, gender, socio-economic, language, and religious backgrounds. Candidates may improve their ability to teach students from diverse backgrounds effectively, but the emphasis is not always assured.</p>	<p>Curriculum experiences in the field are designed to assure that candidates are prepared to meet the needs of students from diverse ethnic, racial, gender, socio-economic, language, and religious backgrounds. Candidates use their field experiences to improve their ability to teach students from diverse backgrounds effectively.</p>	
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<p><i>3.03 An Environment that Values Diversity. Colleges and universities and their teacher preparation programs make issues of socio-cultural awareness, affirmation of diversity, and the preparation of culturally responsive teachers central to their mission. Colleges and universities establish a campus environment that promotes and sustains a diverse community. They capitalize on the community's diversity to promote deeper understanding of issues of equity and diversity in our state, our communities, and our schools.</i></p>	<p>Socio-cultural awareness and affirmation of diversity are not priorities of the institution or its programs.</p> <p>The institution or programs may have implemented some policies or activities that support socio-cultural awareness and affirmation of diversity, but these are isolated events not connected to the core missions.</p>	<p>The institution or the programs have developed policies that emphasize socio-cultural awareness and affirmation of diversity. The implementation of these policies varies in its depth.</p> <p>The institution and programs have established practices to create a diverse community on campus, but have met with limited success. In some instances the environment may actually work against the success of the policies supporting diversity.</p> <p>Some efforts exist to develop in candidates a deeper understanding of issues of equity and diversity.</p>	<p>The institution and the programs make socio-cultural awareness and affirmation of diversity central to their mission, both in policy and in practice.</p> <p>The institution and programs have established practices that have lead to a diverse community on campus.</p> <p>Developing candidates' deeper understanding of issues of equity and diversity is evident throughout their preparation</p>	
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<p><i>3.04 Faculty. Colleges and universities and the teacher preparation programs recruit, hire, support, and retain a diverse faculty. Prospective educators have the opportunity to learn from faculty members whose diverse backgrounds enable prospective educators to view their craft through a wide lens.</i></p>	<p>There is little or no diversity within the faculty. Recruitment efforts are limited to legal requirements in advertising (e.g., EEOC statements). There has been little change in the composition of the faculty in the last five years.</p>	<p>There is minimal diversity within the institution and program faculty. A plan for increased recruitment may exist, but the actions are limited to mechanisms that have often proved ineffective. Little or no effort has been made to find other methods for assuring that all educators have the opportunity to learn from a diverse faculty. Faculty members articulate a disposition to prepare educators who can work effectively in diverse schools, but their own knowledge bases in this area are limited.</p>	<p>The faculty at the institution and within programs is reflective of the ethnic diversity of Rhode Island. The institution and the programs have developed a plan to assure that all educators have the opportunity to learn from a diverse faculty. A plan has been developed and is being implemented to recruit, hire, support, and retain a diverse faculty. Faculty members whose service and research are with diverse populations are valued as evidenced by promotion and continued support. Faculty members are knowledgeable about and committed to preparing educators who can work effectively in diverse schools.</p>	
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<p><i>3.05 Students. Colleges and universities and their teacher preparation programs recruit, admit, support, and retain a diverse student body. The program's admission processes, curriculum, access to student services, and counseling and mentoring programs are designed to support the preparation of a more diverse teaching force. Prospective teachers from diverse cultural backgrounds and with experiences that differ from the other prospective teachers find their participation is elicited, valued, and affirmed throughout the preparation program.</i></p>	<p>There is little or no diversity within the student body. Recruitment efforts are limited to legal requirements in advertising (e.g., EEOC statements). There has been little change in the composition of the student body in the last five years.</p>	<p>There is minimal diversity within the institution and program student body. A plan for increased recruitment may exist, but the actions are limited to mechanisms that have often proved ineffective. Education faculty members rely on admissions staff to achieve this standard. Little or no effort has been made to find other methods for assuring that all educators have the opportunity to learn from a diverse group of peers. Retention of some students from non-majority populations is difficult due to a lack of support services.</p>	<p>The composition of the student body at the institution and in the programs is reflective of the ethnic diversity of Rhode Island. The institution AND the program have developed and implemented a plan to assure a diverse student body. Support programs are in place to support retention of students in the programs. Programs capitalize on the diversity of students within the program by valuing the differences throughout preparation.</p>	
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4. Rhode Island Educator Preparation Programs are supported by college and university structures that provide the resources necessary to ensure: a faculty which is engaged in scholarship, demonstrates exceptional expertise in its teaching fields, and is actively involved in PK-12 schools; coherence within and across programs; and a process of regular evaluation to ensure program improvement.				
<i>4.01 Accredited Institution: Approved programs are offered at an institution that is accredited by NEASC.</i>	No NEASC accreditation or on probation	NEASC accredited, with several areas in need of correction	NEASC accredited, with no major areas in need of improvement	
<i>4.02 Qualified Faculty Members: The Professional Education Faculty is composed of individuals with exceptional expertise as teachers and scholars in their teaching fields.</i>	Many education faculty members are assigned to teach courses that are beyond faculty members' areas of expertise The programs conduct limited or no evaluation to determine faculty members' expertise as teachers and scholars	Most education faculty are qualified for the roles they assume. The programs use an evaluation system to assure that a majority faculty members exhibit exceptional expertise as teachers and scholars	The education faculty are highly qualified for the roles they assume The programs use a comprehensive evaluation system to assure that most faculty members exhibit exceptional expertise as teachers and scholars	
<i>4.03 Faculty Responsibilities: The Professional Education Faculty is composed of individuals who are involved in teaching, scholarship, and service.</i>	Few faculty members are actively engaged in teaching, scholarship, and service.	A majority of the faculty members are actively engaged in teaching, scholarship, and service.	Most faculty members are actively engaged in teaching, scholarship, and service.	
<i>4.04 Faculty Connected to K-12 Education. The Professional Education Faculty is involved with practice in PK-12 schools.</i>	Few faculty members are actively involved in the improvement of K-12 schools.	A majority of the faculty members are actively involved in the improvement of K-12 schools through work with K-12 educators..	Most faculty members are actively involved in the improvement of K-12 schools through work with K-12 educators in schools.	<i>There are clear partnerships between the program faculty and the partner school faculty with a shared focus on improving the PK-12 schools.</i>

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<i>4.05 Professional Development of Faculty: Approved programs ensure the ongoing professional development of their faculty.</i>	Few faculty members engage in ongoing professional development.	A majority of faculty members engage in ongoing professional development, supported by the program, that improves the overall quality of the faculty and the program	Most faculty members are life-long learners who engage in ongoing professional development, supported by the programs, that improves the overall quality of the faculty and the program	<i>There is a systemic program for faculty development</i>
<i>4.06 Resources: Approved programs assure access to adequate resources to support teaching and scholarship, including the necessary facilities, equipment, library, curriculum resources, educational technology, and financial resources to support quality programs.</i>	The programs are lacking critical resources necessary to meet the expectations of these standards	The programs have most of the resources, including facilities, equipment, library, curriculum resources, educational technology, and financial resources to meet the expectations of these standards,	The programs have adequate resources, including facilities, equipment, library, curriculum resources, educational technology, and financial resources to meet the expectations of these standards	<i>The programs have exemplary resources, including facilities, equipment, library, curriculum resources, educational technology, and financial resources to meet the expectations of these standards</i>
<i>4.07 Coherence Within and Across Programs: Approved programs ensure that coherence exists between the Rhode Island Beginning Teacher Standards and student outcomes, courses, field experiences, instruction, and assessment, both within and across programs.</i>	Most programs exist as distinct entities with little or no consistency across programs	Some programs are consistent with others; while some programs appear to not be consistent with overall structures that exist across most programs	There is a consistency across programs to communicate commonalities and coherence, except for elements that should be different	
<i>4.08 Quality of Instruction: The Professional Education Faculty exemplifies the qualities of effective instruction, including the proficiencies described in the Rhode Island Beginning Teacher Standards, through its teaching and other professional work.</i>	Few faculty members are teacher scholars who integrate their knowledge of content fields and of teaching and learning into their own instructional practice and model the RIBTS in their own teaching.	A majority of the faculty members are teacher scholars who integrate their knowledge of content fields and of teaching and learning into their own instructional practice and model the RIBTS in their own teaching.	Most faculty members are teacher scholars who integrate their knowledge of content fields and of teaching and learning into their own instructional practice and model the RIBTS in their own teaching.	

<p>4.09 Professional Community: <i>Approved programs support collaboration among higher education faculty, school personnel and other members of the professional community to prepare new educators and to improve the quality of education of children.</i></p>	<p>Limited partnerships, or partnerships that don't get beyond the drafting stage exist</p>	<p>Clearly defined partnerships between the education faculty and schools or school districts have been developed and implemented that support the institution's mission.</p>	<p>Clearly defined partnerships within the institution and with school districts have been developed and implemented that support the institution's mission</p>	<p><i>Clearly defined partnerships within the institution, with school districts, and with business/ industry or other professional associations have been developed and implemented that support the institution's mission</i></p>
<p>4.10 Commitment to High Quality and Improvement. <i>Approved programs engage in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and use these findings to improve the preparation of prospective educators through the modification and improvement of the program.</i></p>	<p>little or no data collection</p> <p>little or no synthesis and analysis of data</p> <p>little or no commitment to making improvement or change is limited to superficial or cosmetic change</p> <p>programs demonstrate minimal commitment to meeting these standards and most changes are the easy changes or limited to different descriptions of what was already being done.</p>	<p>ongoing collection of data from students and faculty on several aspects of program</p> <p>summarizing and reporting of data, but analysis is superficial or commitment to use the data for change is minimal</p> <p>programs identify areas for change areas that need improvement and develop plans to implement change</p> <p>programs demonstrate a commitment to meeting these standards and have developed plans and begun to make significant changes to align their programs with the program approval standards</p>	<p>ongoing collection of data from students, faculty, and graduates on all aspects of program</p> <p>as data are collected faculty and other stakeholders meet to interpret the data and to identify areas for change</p> <p>programs maintain a plan for program improvement and, engage in continuous analysis of evaluation data to examine effectiveness of their programs and to direct continuous improvement.</p> <p>programs demonstrate an ongoing commitment to meeting these standards and have made dramatic changes to align their programs with the program approval standards</p>	<p><i>systematic process in place to assure ongoing analysis of data and its use to improve the program</i></p> <p><i>programs have reinvented themselves in anticipation of the standards and future changes in teacher preparation</i></p>

THE PROGRAM APPROVAL PROCESS



Rhode Island Beginning Teacher Standards

Rhode Island Beginning Teacher Standards

Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Teachers...

- 1.1 reflect a variety of academic, social, and cultural experiences in their teaching.
- 1.2 use a broad knowledge base to create interdisciplinary learning experiences.
- 1.3 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.

Standard 2: Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.

Teachers...

- 2.1 know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines.
- 2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning.
- 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 2.4 incorporate appropriate technological resources to support student exploration of the disciplines.
- 2.5 use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding.
- 2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts.
- 2.7 generate multiple paths to knowledge and encourage students to see, question, and interpret concepts from a variety of perspectives.

Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Teachers...

- 3.1 understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.
- 3.2 design instruction that meets the current cognitive, social, and personal needs of their students.
- 3.3 create lessons and activities that meet the variety of developmental levels of students within a class.

Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Teachers...

- 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning.
- 4.2 use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.
- 4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.
- 4.4 make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP).

Standard 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Teachers...

- 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.
- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.
- 5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem.
- 5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.
- 5.5 use tasks that engage students in exploration, discovery, and hands-on activities.

Standard 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Teachers...

- 6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 establish a safe and secure learning environment.

- 6.3 organize and allocate the resources of materials and physical space to support active engagement of students.
- 6.4 provide and structure the time necessary to explore important concepts and ideas.
- 6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.
- 6.6 create learning groups in which students learn to work collaboratively and independently.
- 6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Standard 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.

Teachers...

- 7.1 work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers, teacher assistants) to create a learning community that benefits all students.
- 7.2 develop relationships with parents/guardians to support student learning.
- 7.3 understand the role of community agencies in supporting schools
- 7.4 understand state, district and school initiatives (e.g. School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.

Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Teachers...

- 8.1 use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.
- 8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.
- 8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom.
- 8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction.

Standard 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Teachers...:

- 9.1 gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues and the students themselves.
- 9.2 use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self assessments) that are aligned with instructional content and methodology.
- 9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.
- 9.4 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues.
- 9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.

Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Teachers...

- 10.1 solicit feedback from students, families, and colleagues to evaluate their own teaching.
- 10.2 read ideas presented in professional publications and discuss current issues in education.
- 10.3 explore new instructional approaches and strategies, including technological, in the classroom.
- 10.4 take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers.

Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

Teachers...

- 11.1 maintain standards that require them to act in the best interests and needs of students.
- 11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.
- 11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.
- 11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.
- 11.5 are guided by codes of professional conduct adopted by their professional organizations.



Concurrent Visits with NCATE

State Partnership Agreement

The Rhode Island Department of Education and the National Council for the Accreditation of Teacher Education (NCATE) have had a partnership agreement since 1995. A copy of the current partnership agreement is available at www.ncate.org

The agreement stipulates that the Rhode Island Department of Education and NCATE will conduct their visits at the same time. There are two distinct teams conducting a concurrent visit. Each team reaches an independent decision based upon the standards for its review. The partnership agreement protocol stipulates that the pre-visit will include the chairs of both teams and that they will work with the institution to find ways in which the teams might share materials, interviews, or other events.

Two Rhode Island institutions, Rhode Island College and the University of Rhode Island, are currently NCATE accredited.

THE PROGRAM APPROVAL PROCESS

Key Terms

Advanced Certificates: Advanced certificate is a term used to distinguish advanced certificates which require prior certification in a teaching field, (e.g., special education, school principal, school counselor) from the first certificate one can earn as a teacher (e.g., elementary education, secondary education, library media specialist, severe and profound). Advanced certificates use the appropriate professional standards for their field (e.g., CEC, ISLLC, NASP, CEC). Initial certificate programs are guided by the Rhode Island Beginning Teacher Standards.

Exhibit Room: A location on campus in which the programs provide additional evidence to support the statements made in the Institutional Report. It is expected that over time this “room” will become electronic, with all documentation available electronically.

Exit Conference: A meeting between a chief academic officer at the institution, the chair of the visiting team, representatives of the Rhode Island Department of Education and any other invited individuals. The chair provides a summary of the team’s recommendations to all present before leaving campus at the end of the visit.

Initial Certificates: Initial certificate is a term used to distinguish the first certificate one can earn as a teacher (e.g., elementary education, secondary education, library media specialist, severe and profound) from advanced certificates which require prior certification in a teaching field, (e.g., special education, school principal, school counselor). Initial certificate programs are guided by the Rhode Island Beginning Teacher Standards. Advanced certificates use the appropriate professional standards for their field (e.g., CEC, ISLLC, NASP, CEC).

Institution: The college or university that offers the specific teacher preparation programs. In Rhode Island, this represents Brown University, Johnson and Wales University, Providence College, Rhode Island College, Rhode Island School of Design, Roger Williams University, Salve Regina University, and the University of Rhode Island, not a college, school, or department within the institution.

Institutional Report: A report prepared by the institution in response to a set of prompts/questions designed to elicit information about the teacher preparation

programs. These prompts/questions are aligned with program approval standards. The Institutional Report is sent to all team members prior to the visit.

On-site Visit: The period of 3 and one-half days during which the visiting team is on campus, reviewing exhibits, interviewing faculty and candidates, and visiting partner schools.

Planning Meeting: The planning meeting, held approximately two months prior to the on-site visit, used to finalize logistics for the visit. The Rhode Island Department of Education will coordinate this meeting and the chair of the visiting team may be present.

Program: This term is used both to describe individual certification programs (e.g., the secondary mathematics preparation program, the elementary education preparation program, the school psychologist program) and the collection of teacher certification programs at an institution.

Rhode Island Beginning Teacher Standards: The eleven standards that provide the professional standards for all initial certification programs.

Team Report: A report generated by the visiting team that provides ratings for all program approval standards and recommendations for program improvement. The report includes a recommendation to the commissioner for action on program approval.

Traditional Program: Educator certification programs located at accredited colleges and universities and sponsored by these institutions. This is contrasted with non-traditional programs that are proposed to the Department of Education and that involve a partnership that includes at least one college or university and one school district and are designed to respond to high need certification areas. These programs are reviewed under the guidelines for review of non-traditional certification programs.

Visiting Team: A team composed of certification officers, college and university faculty and administrators from outside of Rhode Island and PK-12 exemplary educators from within Rhode Island that reviews programs and makes recommendations to the commissioner.

